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ABSTRACT

Characteristics, experiences, attitudes, and present status of 1968-70 Santa Fe Junior College (SFJC) graduates were determined along with existing differences between those now attending school full-time and those not doing so. A questionnaire was mailed to 1202 graduates; 666 (55%) responded. The results concentrate on four areas: demographic information, experiences at SFJC, student attitudes, and present status. Both the present activities of the graduates and how much their Santa Fe experiences contribute to the activities are explored. Regarding the present status of the graduates, 65% are currently attending school as full-time students; of the remaining 35%, most are working full-time. Differences between these two groups exist in the categories of age, marital status, pre-Santa Fe status, method of financing education, number of hours worked per week, type and length of enrollment, understanding of the X grade, and sources of help with student problems. Following a discussion and summary of the results, the paper ends with a list of recommendations suggested by the analyzed data. (Author/AL)

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SANTA FE JUNIOR COLLEGE

FOLLOW-UP STUDY OF SANTA FE JUNIOR COLLEGE GRADUATES

1968-1970

JC 710 247

UNIVERSITY OF CALIF.
LOS ANGELES

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FOREWORD

Santa Fe Junior College enrolled its first students in September 1966 and graduated thirteen students the following December. During the four years from September 1966 through September 1970, 1,770 students have earned an Associate in Arts Degree at Santa Fe Junior College. These students, following graduation, may transfer into four-year or upper-division college or enter the labor market.

A Follow-up Study of Santa Fe Junior College Graduates from 1966 to 1968 was undertaken by the Office of Research in January, 1969, and was published that summer.

The Research Advisory Committee of Santa Fe Junior College in the Fall of 1970 recommended that a similar follow-up study of our graduates from 1968 to 1970 be undertaken. It recognized the continuing need to evaluate the College programs and services and to furnish accountability data on what happens to our graduates.

Mr. Stephen S. Sledjeski of the Office of Research assumed the major responsibility for carrying out the study and for preparing this report. Appreciation should be expressed to the members of the Research Advisory Committee for their support in this undertaking, to the members of the 1966-1968 Follow-up Study Committee for their recommendations and suggestions concerning the questionnaire, to the Office of Records and Admissions for the mailing list of graduates and to other faculty, staff and students who responded to our request to help locate our "missing" graduates. The study has benefited from their concern and assistance.

This survey will have served one of its basic purposes if the data presented and analyzed stimulate questions and concerns which are translated into meaningful curriculum change, re-appraisal and strengthening of current offerings and services, development of new programs, and a better understanding of the characteristics and needs of our future students.

Ann Bromley
Director
Office of Research

INTRODUCTION

Success is measured according to the degree to which a desired outcome is attained. In the community college, this desired outcome for the student can be many things. It can mean the studying of a course for personal enrichment, the satisfactory development of a vocational skill, or the completion of requirements needed to obtain the Associate in Arts Degree. This study is an attempt to examine these areas of student success from the viewpoint of a group of students who have demonstrated a documental form of success, specifically - Santa Fe Junior College's graduates from the fall term of 1968 through the summer term of 1970.

Through the investigation of the components which have constituted the college experiences of the graduates, it was felt that the factors which are indicative of this form of success would be brought to the fore. These could then be utilized both by the non-graduates and by the College to aid the non-graduates in determining those directions which should be taken and those which should be avoided. They could answer such questions as: Did the working student have a day job and attend classes in the evening, or vice versa? What kinds of problems did he have at Santa Fe and with whom did he share them? How many continued their education after graduation? Was their course work helpful?

Would they recommend the College to a friend, a relative, a son or daughter?

PROCEDURE

To ensure that the present examination would realize these considerations and others, the study was designed to obtain demographic data focusing on students' indigenous characteristics, Santa Fe experiences, and post-graduation status. In addition, two other concerns were given emphasis. First, the study was designed so that the opinions of the graduates could be obtained regarding the College's philosophy as implemented in: 1) its policies and procedures (grade definitions, maintenance and use of the X grade, transcript procedures); 2) the curriculum (degree of difficulty, transfer and job preparation, the Common Program, individual study courses, changes in major field); 3) the physical structure (multi-campus concept, class size, library and laboratory facilities, parking); and 4) student affairs (organizations, problems, services, finances). Second, the design of the study was constructed to allow for an examination of graduates who were full-time transfer students at a senior institution and those who were not. This was done to determine if any differences existed between the two groups. If differences were appreciable, then the data might suggest a need to emphasize a dichotomous approach to the student body.

Two documents which greatly aided in the development and validation of the study were the Follow-up Study of Santa Fe Junior College Graduates 1966-1968 and the Survey of Records of Santa Fe Junior College Graduates 1966-1970. The first study was conducted by the Office of Research and concerned an indepth analysis of Santa Fe's graduates from the College's inception in the Fall of 1966 through the Summer of 1968. It had a direct influence on the development of this study in that the major portion of the questionnaire (Appendix A) used items similar to or identical with questions in the earlier follow-up study. Additional questions representing present concerns at the College were devised for the questionnaire through the cooperative efforts of the Office of Research, the Office of Student Affairs, the Research Advisory Committee, faculty members, and counselors.

The second study, the Survey of Records of Santa Fe Junior College Graduates 1966-1970, was used in the validation of the present study. It was conducted by the Office of Records and Admissions utilizing information maintained in student record folders. The percentages were consistent for the variables of sex, age, race, high school diploma, and pre-Santa Fe status both for the present study and for the survey. Thus, the information presented in the results section of this paper can be generalized to the entire population of 1968-1970 graduates with greater assurance.

The questionnaire itself consisted of 54 questions, all of which were short-answer questions except for the last question which was an open one asking students for suggestions to improve student services. The 54 questions were sectioned into four parts. All graduates were to answer parts A and D. These two parts were concerned with demographic data and student familiarity and attitudes concerning Santa Fe Junior College. Part C was to be answered by the graduates if they were currently attending school full-time, and part B, if they were not attending school full-time. These two parts attempted to examine the graduates' present status and how well Santa Fe Junior College had prepared them for this status.

Each student was contacted twice via the mail route. The first questionnaire, with a covering letter (Appendix B) from the President of the College, Dr. Joseph W. Fordyce, was sent in early March, 1971, requesting its return in two and a half weeks. A week after the deadline date, a second questionnaire with a covering letter (Appendix C) from the Director of Research, Dr. Ann Bromley, was sent to those graduates who had not yet responded allowing a similar time period of return. Both mailings included stamped, self-addressed, return envelopes. Mailing lists of graduates' names and addresses were obtained from the Office of Records and Admissions.

The analysis of the data consisted of item tallies for:

1) the total sample on the entire questionnaire, and 2) the sub-samples of graduates who were currently enrolled as full-time students and those who were not enrolled as full-time students on the parts of the questionnaire dealing with the areas of demographic information, Santa Fe experiences, and student attitudes. Utilizing the item tallies for the two sub-samples regarding the three listed areas, their frequency distributions were compared employing the X^2 (chi-square) test statistic. This was done in order to determine if any differences (independence) existed between the two sub-samples in the three areas. In those instances where the X^2 test statistic is not significant at the 5 per cent level, no mention is made of its value. Since the two sub-samples were used in each test of differences, the reader is cautioned to remember that significance levels of differences must be viewed cumulatively rather than individually. Both the questionnaire tallies and the X^2 tests were performed utilizing the computer programs in the Educational Research Program Library at the University of Florida.

The organization of the remaining portions of this paper is as follows. After an examination of the questionnaire returns, the results of the study are presented. The results concentrate on four areas: demographic information, Santa Fe experiences, student attitudes, and present status. In the section concerning demographic information, the indigenous

characteristics of the graduates, such as sex, age, and race, are presented along with pre-Santa Fe experiences. The next two sections inspect the graduate's experiences as students at Santa Fe and opinions concerning their experiences at the College. In the last section of the results portion of the study, both the present activities of the graduates and the degree to which their Santa Fe experiences contribute to these activities are explored. An addendum to the results comprises the next portion of the paper. It consists of a further refinement of the data through a comparison of the differences between those graduates who are currently enrolled in a college as full-time students and those who are not enrolled full-time regarding the areas of demographic information, Santa Fe experiences, and student attitudes. Following a discussion and summary of the above results, the paper ends with a list of recommendations suggested by the analyzed data.

QUESTIONNAIRE RETURN INFORMATION

Of the 1,202 questionnaires sent out, 666 or 55 per cent were returned. Four of these were not completed and were not included in the item tallies because two graduates were in Viet Nam, one was deceased, and the fourth was in prison. Nineteen additional questionnaires were returned due to incorrect addresses. Other appropriate addresses for these nineteen graduates could not be determined. Two of the 662

questionnaires used in the analysis did not specify whether or not they were currently enrolled in school as a full-time student, i.e., they completed only parts A and D of the questionnaire. Thus, they were not included in the Present Status section of the results.

The rate of the questionnaire return was inversely proportional to the amount of time from the first mailing. Sixty-eight per cent of the questionnaires were received before the end of the first deadline, 25 per cent were received before the end of the second deadline, and seven per cent were received within a month after the end of the second deadline.

The percentage of questionnaires returned by the 1968-1969 graduates as compared to the 1969-1970 graduates also showed little variation. Fifty-four per cent of the 1968-1969 graduates responded, and 56 per cent of the 1969-1970 graduates responded.

RESULTS

DEMOGRAPHIC INFORMATION

The demographic data which was collected concerned the indigenous characteristics of the graduates such as sex, age, race, marital status, etc. In addition, those pre-Santa Fe experiences which had a direct bearing on the graduates' entering Santa Fe Junior College were examined. These consisted of information regarding secondary education, employment, transfer status, etc.

The graduates were first examined on the characteristic of sex. Forty-seven per cent stated that they were female, and 53 per cent were male. While this compares closely with the results obtained from the before mentioned survey of 1966-1970 graduates, five per cent more females were included in the present study.

The category of age hinted at the wide range of students attending Santa Fe Junior College.

Two-thirds of the total number of graduates responding were from 19 to 24 years of age. Two-thirds of these graduates were either 21 or 22. Of the remaining total sample, 18 per cent were 25 to 29 years of age, 10 per cent were in their thirties, and five per cent were between 40 and 58.

Citizenship and racial percentages did not differ for the sample of graduates. Approximately 94 per cent of the

graduates were United States citizens and Caucasian. By race, the remainder of the students were four per cent Negro, one per cent Oriental, and one per cent classified themselves as "other". The citizenship figure implied that six per cent of our graduates were foreign students.

Marital status proved to vary principally between the responses of "single" and "married". While five per cent of the graduates were divorced, separated, or widowed, the total sample consisted of 50 per cent single graduates and 45 per cent married graduates.

The birthplace and formal educational level of the graduates' parents are represented in Table I. In approximately 90 per cent of the cases, both parents were born in the United States. Educationally, the graduates had completed more years of formal education than 60 per cent of their fathers and 69 per cent of their mothers. Since 65 per cent of the graduates were currently enrolled in a senior institution, the additional category of "two years of college" may be included for this group changing the percentages to 71 per cent and 84 per cent, respectively.

All students who have graduated from a high school or its equivalency with a diploma approved by the state or country in which it was issued are qualified to enter Santa Fe Junior College. Thus, several questions were asked which would elaborate on the graduates' high school background in

TABLE I

THE NATIVITY AND THE EDUCATION OF THE PARENTS OF THE SAMPLE RESPONDENTS

Parental Nativity and Education	Total Sample N	%
A. Parental Nativity		
Both born in U. S.	588	89
Only father born in U. S.	17	3
Only mother born in U. S.	17	3
Neither born in U. S.	38	6
No response	2	0
B. Parental Education		
Father		
Eighth grade or less	121	18
High School - non-graduate	77	12
High School	199	30
Two years of college	85	13
Bachelor's degree	80	12
Professional training (law, etc.)	45	7
Postgraduate study	44	7
No response	11	2
Mother		
Eighth grade or less	64	10
High School - non-graduate	92	14
High School	299	45
Two years of college	102	15
Bachelor's degree	55	8
Professional training (law, etc.)	19	3
Postgraduate study	23	3
No response	8	1

order to determine to a greater degree what type of high school student we were and we were not attracting. Regarding class rank, 18 per cent were in the top 10 per cent of their class, 27 per cent in the top quarter, 36 per cent were in the top half, 17 per cent were below the top half, and two per cent gave no response. (Each percentage is exclusive of the other percentages.) Thus, over three-quarters were in the top half of their graduating high school class.

Precisely, three-fourths of the graduates had a Florida high school diploma. These included: an Alachua County High School diploma, 29 per cent; a Bradford County High School diploma, three per cent; an out-of-district Florida county high school diploma, 40 per cent; and a Florida General Education diploma, three per cent. Seventeen per cent had an out-of-state high school diploma; one per cent, an out-of-state general education diploma; one per cent, an United States Armed Forces Institute diploma; and three per cent, an out-of-country high school diploma or equivalency. Two per cent gave no response. The out-of-state general education diplomas were received from Connecticut, Delaware, Georgia, Illinois, Michigan, New York, North Carolina, Tennessee, and Virginia. The out-of-country diplomas were received from Australia, Brazil, Cuba, Hong Kong, Israel, Lebanon, Syria, Thailand, and Venezuela.

The graduates' status upon entering Santa Fe

was quite varied. Table II gives the number and percentages for the total sample of graduates. The variance in responses was great enough that the most often chosen entering status represented less than a quarter of the responses, i.e., the distribution of responses was not heavily weighted on any one specific response. This variance is decreased if all students who transferred to Santa Fe Junior College are collected into one response, resulting in 41 per cent of the responses.

Concerning the third and eighth responses in Table II, that of "entered after working for a period of time" and of "other", the graduates were provided with an additional space to specify the number of years that they had worked. Approximately 34 per cent had worked for one to two years, 29 per

TABLE II

GRADUATES' STATUS UPON ENTERING SFJC

Status	Total Sample N	%
Entered directly from high school	146	22
Entered shortly after military service	49	7
Entered after working for a period of time	114	17
Transferred from another Florida junior college	103	16
Transferred from the University of Florida	87	13
Transferred from another Florida four-year institution	20	3
Transferred from an out-of-state college or university	58	9
Other	79	12
No response	6	1

cent for three to five years, 24 per cent for six to ten years, and 13 per cent for 11 to 33 years.

Generally, the "other" response in Table II was made by women. The status stated most often was that they entered after several years of marriage and raising children. Others said that they were registered nurses who were attempting to fulfill the requirements necessary for a bachelor's degree.

SANTA FE EXPERIENCES

The students' experiences while attending Santa Fe Junior College offer another dimension to the understanding of the type of student who successfully completed the requirements of the Associate in Arts Degree. Six categories were investigated and include: finances; employment; type, length, and continuance of enrollment; extracurricular activities; grades; and problems.

Finances are an important aspect of many students' college careers usually causing much unneeded anxiety. The manner in which the graduates financed their way through Santa Fe is shown in Table III. The two most frequent sources of support were complete self-financing and complete parental support. This dichotomous response again reflects the diverse student body at the College. Of those responding "other", 37 per cent specified their source of support as the GI Bill, and 30 per cent specified their spouse.

TABLE III

SOURCES OF SUPPORT WHILE ATTENDING SANTA FE JUNIOR COLLEGE

Source	Total Sample N	%
Completely supported by parents	164	25
Earned less than 1/4 of own way	34	5
Earned 1/4 to 1/2	32	5
Earned 1/2 to 3/4	40	6
Earned 3/4 to all	177	27
Savings	35	5
Loan	19	3
Other	154	23
No response	7	1

The number of graduates who worked while attending Santa Fe was 406, or 62 per cent. Of the 406, forty-six per cent of the students worked 20 to 39 hours per week implying that they were involved in part-time jobs. The proportion of students who worked 40 or more hours per week implying that they had full-time jobs was 30 per cent. Twenty-four per cent of the students worked from one to 19 hours per week, or less than half-time.

Because of the differences in the sources and amounts of support, one would expect differences in enrollment. For example, one might expect that those students who had to pay for more of their college expenses and who worked more hours per week would probably more often than not be part-time students, take a greater number of terms to graduate, and

more frequently leave school for an interval of time. While the results as depicted in Table IV do not explicitly account

TABLE IV

INFORMATION ON ENROLLMENT

Enrollment Categories	Total Sample N	%
A. Type of enrollment:		
Full-time day	554	84
Full-time evening	28	4
Part-time day	25	4
Part-time evening	50	8
No response	5	0
B. Number of terms enrolled:		
One to five	335	50
Six to nine	275	42
Ten to sixteen	33	5
No response	19	3
C. Attrition:		
Neither left during a term or skipped a term	432	65
Left during a term	26	4
Skipped a term	167	25
Both left and skipped a term	33	5
No response	4	1
D. Reason for attrition:		
Did not leave	432	65
Decided to take a vacation	79	12
Health reasons	16	2
Finances	47	7
Military service	10	2
Grades	2	0
General discouragement with school	7	1
Marriage	10	1
To get back registration fees	59	9

for these differences, an expanded explanation of the inter-relationships of support, employment, and enrollment will be provided in the Discussion section. Table IV does show that the graduate was a full-time day student with a continuous enrollment of one to five terms. If he did skip a term it was for a vacation. It should be noted that although the response of "other" for category D is included in the original questionnaire, it is deleted here since all such responses were applicable to those listed.

Another facet of a student's college experience is extra-curricular activities. Thirty-four per cent of the graduates participated in at least one of the listed activities: dramatics, music organizations, school publications, athletics, student government, service clubs, interest clubs, community activities, and other organizations. All the activities had equal participation of approximately 12 per cent. Generally, the "other" response was utilized to give greater specification to one of the listed activities. One-third of the participating graduates stated that they were an officer or on a committee in one of the organizations.

No student who graduates from a college can avoid the experience of grades. Since they are most generally used to demonstrate the degree of success or non-success of a student in a course, grades can provide another source of anxiety for the student. In order to relieve the student of the stresses of grades, only A, B, and C grades are awarded at Santa Fe

Junior College for the completion of a course. In addition, an X grade is given if it is indicated that continuation of a course is needed at the end of the quarter term, i.e., an X grade is assigned to a student until he has satisfactorily fulfilled the stated objectives of the course. (It should be noted that X grades are not included in a student's grade point average.)

The graduates were asked to state the number of X grades they experienced while a student at Santa Fe and the number of these grades for which they went on to complete course requirements so that they received an A, B, or C grade for the course. Fifty-five per cent of the graduates indicated that they had received no X grades; 22 per cent had received one X grade; 20 per cent had received two to four; and two per cent had received more than four. Of those graduates who did receive X grades, 40 per cent had gone on to complete requirements for one course, 24 per cent for two to four courses, and two per cent for more than four courses. Thirty-three per cent never completed the requirements for any of the courses in which they had received an X grade.

Included in the experiences of college students are problems of one kind or another. In order to determine whether the College was a source of help to students when they encountered a problem, the graduates were asked to indicate, from given lists, the problems they experienced and the College sources which helped them cope with the

problems. The lists of problems and of sources of help are given in Table V, plus the number and percentage of times each was selected. Registration, career or academic goals,

TABLE V

STUDENT PROBLEMS AND SOURCES OF HELP

Student Problem Categories	Total Sample N	%
A. Problem Areas:		
Scholastic achievement	249	14
Career or academic goals	261	15
Search for personal identity	244	13
Home and family	94	5
Religious values and beliefs	59	3
Social relationships	186	11
Finances	133	8
Health	21	1
Registration	288	16
Establishing an identity with Santa Fe	141	8
Other personal problems	98	6
B. Sources of help:		
Student friends	295	17
Faculty members	447	25
Learning Laboratory	29	2
Counselor	343	19
BE100 instructor	353	20
Office of Student Affairs	21	1
Office of Financial Aid	105	6
Office of Records and Admissions	86	5
Other sources	84	5

scholastic achievement, and search for personal identity were the problem areas indicated most often by the graduates. A different source of help was sought for each of the four

problems. The graduates selected counselors for help with registration, both faculty and counselors for help with career or academic goals, faculty for help with scholastic achievement, and BE100 instructors for help with their search for personal identity. (BE100 is the behavioral science course entitled The Individual In A Changing Environment.) A total of 128 graduates, or 19 per cent, said they had no problems.

STUDENT ATTITUDES

The graduates were asked to reflect on the period during which they were students at Santa Fe and to give their opinions on various aspects of the College. Students' views were sought in the areas of the multi-campus concept, class size, definition and use of the X grade, the curriculum, factors which do and do not attract students to the College, and student services. Additional attitudes were investigated concerning post-Santa Fe experiences although these are presented in the Present Status section of this study.

The graduates' opinions on Santa Fe's multi-campus situation were sought in order to determine if the different locations caused them any difficulty. The responses obtained from the graduates were as follows. Most of the graduates, 72 per cent, encountered no problems. Of the remainder, six per cent had transportation problems; ten per cent felt the

time between class periods was too short for traveling from one campus to another; seven per cent stated that the variety of courses at each campus was limited; and five per cent chose the "other" response usually since they felt that more than one of the given responses applied. One per cent did not respond.

The graduates' reactions were also examined in respect to the number of students in their classes. Was the number in any class too large? Eighty-nine per cent specified no, and nine per cent responded yes. Two per cent gave no response. Of those responding yes, the six courses in the Common Program were those which they felt contained too many students. (The Common Program consists of the core of courses required for graduation from a degree program.)

Since the A, B, C, X grading system is an innovative approach to evaluative practices, we wished to examine the student opinions about grading. Thus, its interpretation both denotatively and attitudinally by all persons associated with the College is of concern. This is especially true of our students. Are they pleased with the grading system? Is it serving its purpose in helping to make a student's college experience a better one? Do the students understand what an X grade means? Are they aware of its use on transcripts and internal records? To come to grasp with some of these concerns, the graduates were asked various questions. Is an

X better than a D, E, or F grade? What is the meaning of the X grade? Are X grades placed on transcripts which are sent to other institutions? Are X grades maintained on students' permanent records? The numbers and percentages for these questions are provided in Table VI.

TABLE VI

INTERPRETATION OF THE X GRADE

X Grade Categories	Total Sample N	%
A. An X is better than a D, E, or F grade:		
Strongly agree	388	59
Agree	146	22
Slightly agree	32	5
Do not agree or disagree	31	5
Slightly disagree	9	1
Disagree	25	4
Strongly disagree	17	3
No response	14	2
B. Understanding of the X grade:		
A grade which in no way penalizes a student	282	42
An easy way of dropping a course	28	4
Additional study was needed in order to receive a grade	217	33
A punishment grade inflicted by the instructor	1	0
Equivalent to a failing grade	52	8
Other	75	12
No response	7	1
C. X grades are sent out on transcripts to other institutions:		
Yes	40	6
No	449	68
Do not know	166	25
No response	7	1
D. X grades are maintained on student's permanent records:		
Yes	173	26
No	206	31
Do not know	265	40
No response	18	3

The table indicates 86 per cent of the graduates agree that the X is better than a D, E, or F grade. More than three-fourths of the graduates selected one of two of the listed meanings of the X grade. Both meanings are valid although the meaning "a grade which in no way penalizes a student" is more positive and less denotative than the meaning "additional study was needed in order to receive a grade". The facts that the majority of the graduates know that X grades are not sent out on transcripts whereas only a quarter realized that they are maintained on student's permanent records reveal that the graduates apparently are familiar with certain policies and procedures which affect them directly, although this is not the case for procedures which have little or no effect on students' plans. The "other" response in category B of Table VI consisted of combinations of the other five listed responses although primarily of the first and third responses. Two specific "other" responses which deserve mention are: 1) the X grade "allows a student's transcript to show what he can do instead of what he cannot do", i.e., since X grades are not listed on transcripts, the transcript becomes a positive statement of what the student has accomplished, and 2) it is "a grade which insists that students get a good grade", i.e., since A, B, and C grades are the only grades given by Santa Fe to show credit for a course, a student out of necessity must perform

on an average or above average level for each and every course he studies.

Curriculum concerns were reviewed through examinations of individual study courses (299 level), student stability in the major course of study, and the Common Program.

Individual study is offered in all credit course areas to supplement existing courses. Sixty-two per cent of the graduates in the sample studied had not taken an individual study course, but, of those who had, 72 per cent felt that it was extremely worthwhile, and 22 per cent felt that it was as worthwhile as any other course. Only six per cent did not feel it was worthwhile. Concerning changing major field of study, most graduates, 79 per cent, said they did not change majors while a student at Santa Fe, 20 per cent said they did, and one per cent gave no response.

Santa Fe's Common Program consists of six 100-level core courses required for graduation from a degree program. They are designed to help the individual realize educational experiences beneficial in attaining his life goals. The graduates were asked to select the most helpful and the least helpful of the six courses. Table VII lists the six courses with n's and rank orders for both the most helpful and for the least helpful. It should be noted that for the most helpful courses, there were 80 graduates who did not respond, and 79 other responses were unable to be tallied since more

than one course was selected per question. Likewise for the least helpful courses, there were 183 "no" responses and 29 non-usable responses. When asked to indicate how the course

TABLE VII

HELPFULNESS OF COURSES IN THE COMMON PROGRAM

Course	Most Helpful N	Most Helpful Rank	Least Helpful N	Least Helpful Rank
BE100, The Individual in a Changing Environment	238	1	95	2
EH100, The English Language	64	2	65	5
SO100, The Social Sciences	62	3	41	6
HM100, The Humanities	56	4	71	4
MS100, Principles of Mathematics	47	5	101	1
SE100, The Sciences	36	6	77	3

was most helpful, most graduates responded that they learned to understand themselves better through the course BE100, which was selected most often. They could see themselves better in perspective to the world around them. The quality of the instructor was the second most frequent response to degree of helpfulness. Regarding the course most often indicated as least helpful (Mathematics), students said the subject matter of the course was much too basic in comparison to the mathematics they had in high school. In other words, it was least helpful since it taught them little that they did not already know.

A curriculum-related question, but one which attempted

to probe the total impact of the College on the graduate, was whether Santa Fe had helped the graduate better understand himself. The graduates agreed 78 per cent of the time that the College had helped them. This correlates with the emphasis given to BE100 in the paragraph above. Fifteen per cent had no opinion, five per cent disagreed, and two per cent left the question unanswered.

In order to determine the factors regarding why students attend, or do not attend, Santa Fe Junior College, the graduates were asked for their opinions from three points of view. First, what factors originally attracted them to Santa Fe? Second, what attractions do they see in it now, i.e., why would they recommend the College? And third, what are the factors which would compel them not to recommend Santa Fe.

Seven reasons were listed and the graduates identified as many as were applicable to why they chose to attend Santa Fe. Responses totaled 1,413 which represents slightly more than two responses per respondent. Overwhelmingly, the graduates selected the reasons of "close to home" and "inexpensive". In rank order from highest to lowest, the remaining reasons were: located near the University of Florida, other, able to be admitted although on probation or suspension from another school, friends attended here, and not close to home. Generally, the "other" responses referred to: 1) graduates' previous favorable impression of the College and its philoso-

phy or 2) the availability of night classes.

The opinions expressed by the graduates for recommending and for not recommending Santa Fe were interesting both for the number of responses and the reasons selected. There were 2,574 responses, or approximately four reasons per respondent, in recommending Santa Fe; there were only 312 responses, or approximately one response for every second person, for not recommending the College.

The two most freqently stated reasons for recommending Santa Fe were that the faculty and staff were interested in the student and that the College maintains an informal atmosphere. The remaining reasons, ranked in descending order, were: help and assistance were available when needed, the College treated me as a person, the grading system helped me, it is near the University of Florida, and other. The "other" responses were, in most cases, expansions of the other listed reasons.

The reason chosen most often for not recommending Santa Fe was that programs and course offerings were too limited. The remaining reasons ranked in descending order were: other, it did not seem like college, too few student activities existed, caliber of course offerings was poor, faculty and staff were not interested in me, and it was too difficult. The majority of the "other" responses were a negation of the question, i.e., the graduates used the provided space to

state that they had no reasons for not recommending Santa Fe. Other reasons specified were lack of athletics and lack of course difficulty.

Last, the graduates' opinions concerning student services were investigated. Student services are an integral part of a college in providing help to students with certain problems. The aspects of knowledgeableness and of suggestions for improvement were explored.

The Office of Student Affairs offers students services in the areas of academic planning, career planning, job placement, personal counseling, petitions committee, financial aid, student activities, testing, V.A. information, and orientation. To establish if the graduates were knowledgeable of these services, they were asked to designate if they utilized any of the listed student services, and whether they were familiar or unfamiliar with the services. Approximately 70 per cent of the graduates were aware of the student services at the College and 22 per cent indicated they had utilized the services. It should be stated, though, that 17 per cent of the graduates in the sample did not respond to this question. The services which were utilized most often were personal counseling and academic planning. In addition to these services, familiarity was expressed with financial aid and orientation services. The services with which the graduates most frequently indicated a lack of familiarity

were job placement and V.A. information.

When the graduates were asked to offer suggestions for improving services to students at Santa Fe, two-thirds of the 662 graduates in the total sample responded. Twenty per cent of the responses stated that all services were adequate and needed no improvement. The other 80 per cent of the responses primarily mentioned areas of needed improvement rather than suggestions for improvement. These included parking, housing, library, and counseling services. The few suggestions for curriculum improvement that did exist centered aroun the Common Program. It was felt that these six courses should be reexamined, that less credit should be given for the courses, and that an exam should be offered to exempt students from taking these courses. One other suggestion for improvement concerned travel between campuses. A graduate proposed that the College offer a one-way bicycle service to aid students in going from one campus to another.

PRESENT STATUS

The concern of this section of the study is with the graduates' present activities and how well Santa Fe Junior College prepared them for these roles. In focusing on this area, the graduates were dichotomized into the groups of those who were currently attending school as a full-time student and those who were not attending school as a full-time student. Of the 660 graduates who specified their

present status, the total number of respondents who were currently enrolled was 429, or 65 per cent; the total number of those who were not enrolled in school as full-time students was 231, or 35 per cent.

Let us first examine the graduates who are not enrolled as full-time students. At the time they answered the questionnaire, 67 per cent were working full-time, 13 per cent were housewives, seven per cent were unemployed, six per cent were working part-time, four per cent were in military service, and four per cent answered with the "other" response. The graduates who replied with the last response stated that they were about to enter a four-year institution or had just graduated from one. A total of sixteen graduates specified that they had graduated from a four-year institution, and two said that they had received their masters degree. Twenty-one per cent of the sample was going to school part-time. Approximately three-fourths of the graduates desired to continue their education. Only six per cent were not planning on further schooling. Twenty-two per cent were undecided. When questioned why they were not now in school full-time, finances were their major reason. The percentages and reasons were: finances, 34 per cent; other, 30 per cent; family responsibilities, 19 per cent; occupational advancement, seven per cent; and non-admission to chosen school, five per cent. Seven per cent did not list a reason, either because they did

not plan to continue their education or because they gave no response. The "other" response was generally explained by military service or travel. Also mentioned were the following: awaiting waiver of residency requirements, lack of night classes in four-year institutions, and desire to teach before going on for a masters.

Regarding the relationship of their course work at Santa Fe with their jobs, most graduates felt that there was no relationship. Forty-six per cent said that there was no relationship, 17 per cent said that there was a partial relationship, 17 per cent said that they were related, 18 per cent said that they were not working, and one per cent left the question blank.

As far as their present position affording them an opportunity for advancement, most graduates felt that their jobs did. Sixty-one per cent answered affirmatively, 16 per cent answered negatively, 18 per cent said they were not working, and five per cent did not respond.

Job stability of graduates may be reflected in the fact that the majority of them have had one job since graduation. However, it should be noted that many variables must be considered such as time since graduation, actual time on the job, continuance of employment, etc. The percentage of students who have had one job since graduation is fifty-eight. For two jobs, it is 22 per cent; for three, seven per cent;

and for four or more, three per cent. Ten per cent did not respond.

Responses to inquiry regarding employers were quite varied. Similarly, for types of positions held, a wide range of responses was received. The numbers and percentages for the employers and the positions listed in the questionnaire are given in Table VIII. The "other" responses for both employer and position were varied and interesting. Specified employers ranged from conventional types such as department stores, banks, and insurance agencies to the unconventional mod shops, talent agencies, and grounds division of a rich, society woman's estate. The specified positions ranged from a gardener, laborer, and clearing boy to a computer operator, reporter, and patrolman to a project coordinator, consulting engineer, and corporation administrator.

Turning to those graduates who specified that they were currently attending school as full-time students, the various colleges which these students are attending are listed in Table IX. As evidenced in the table, a great majority of the graduates attend the University of Florida. The schools specified as other Florida schools include: Florida Junior College, Jacksonville University, Santa Fe Junior College (ADN Program), Seminary of St. Vincent de Paul, Stetson University, University of Miami, and University of Tampa. The specified out-of-state schools were located in Alabama,

TABLE VIII

EMPLOYMENT INFORMATION: EMPLOYER AND POSITION

Employment Categories	N	%
A. Employer:		
University of Florida	28	12
General Electric or Sperry Rand	7	3
A government agency	49	21
A medical agency	9	4
A construction company	8	3
A telephone company	5	2
A restaurant	3	1
Other	78	33
Unemployed	16	7
Housewife	28	12
B. Position:		
Clerical	18	8
Secretarial	25	11
Sales	28	12
Technical	36	16
Other	80	34
Unemployed	16	7
Housewife	28	12

California, Georgia, Iowa, Kansas, Kentucky, Michigan, New York, North Carolina, Ohio, South Carolina, Tennessee, Virginia, and West Virginia.

Most graduates (seventy-one per cent) experienced no difficulty in transferring to their present school. Twenty-seven per cent indicated that they did experience difficulty, and two per cent did not respond. Of those who did have difficulty, the major problem resulted from grades received at a college attended prior to Santa Fe. Thirty per cent

TABLE IX

COLLEGE/UNIVERSITY OF ATTENDANCE

Institution	N	%
University of Florida	297	69
Florida Atlantic University	16	4
Florida State University	26	6
University of West Florida	10	2
Florida A and M University	1	0
University of South Florida	21	5
Florida Technological University	15	4
Other Florida school	10	2
Out-of-state school	28	7
No response	5	1

of the graduates indicated this as their problem. Not meeting all the course requirements was indicated by 24 per cent of the graduates; transcript delays by 16 per cent; and the overlap of school terms by seven per cent.

The preparation given to students by Santa Fe for their present course work was considered to be adequate by 84 per cent of the graduates. Ten per cent of the graduates felt their preparation was poor, and four per cent gave no response.

In seventy-two per cent of the cases, the graduates were in a major field which they had anticipated at the time of graduation from Santa Fe Junior College. Education and arts and sciences were the major fields of the majority of the graduates. Journalism, business, and architecture and fine

arts were the majors of twenty-eight per cent of the graduates.

The percentage of graduates participating in student activities at the senior institutional level was found to be slightly higher than that at the junior college level. There was a forty per cent participation as compared with a thirty-four per cent participation at Santa Fe. Interest clubs, community activities, and athletics were the primary involvements of the graduates at senior institutions.

Sources of finance were the same as at Santa Fe. In most instances, the parents provided complete support (22 per cent) or the graduates earned three-fourths to all of the necessary monies (17 per cent). Six per cent earned less than one-fourth the required monies; seven per cent, one-fourth to one-half; six per cent, one-half to three-fourths; four per cent, savings; ten per cent, loans; and 28 per cent, other means. The other means consisted of the G.I. Bill and spouse support in most instances.

FURTHER REFINEMENTS OF THE DATA

Two of the emphasized purposes of the junior college are to prepare its students either for employment directly after graduation, or for transfer to a senior institution. Through examination of graduates who have taken these two directions, differences could be determined which may have implications for students presently enrolled and for the College, especially regarding curriculum and counseling. In order to advise students concerning curriculum and future goals, counselors should be aware of the differing components, if any, that are involved. The realization of certain differences, though, must not be considered a panacea, but rather one of many guides which may be useful to the student.

Thus, the responses of those graduates who are currently enrolled in school as full-time students were examined and compared with responses of those graduates who are not currently enrolled in school full-time. The areas of concern were: demographic information, Santa Fe experiences, and student attitudes. Statistical differences between the two groups were found in each area and are expressed in Table X. (The number placed immediately after each category corresponds to the question number in the questionnaire.)

In the eleven specifics identified (Table X), these differences between the two groups of graduates will exist approximately three-fourths of the time (77 chances out of

TABLE X

DIFFERENCES BETWEEN GRADUATES ATTENDING AND NOT ATTENDING SCHOOL AS FULL-TIME STUDENTS

Areas of Differences	X^2	df	significance level
A. Demographic Information:			
Age (2)	9.677	4	5%
Marital status (5)	23.712	5	1/2%
Pre-Santa Fe status (11)	15.873	8	5%
B. Santa Fe experience:			
Amount of time worked per week (12)	17.235	3	1/2%
Source of support (13)	18.430	8	2%
Number of terms enrolled (14)	18.396	3	1/2%
Type of enrollment (15)	29.648	4	1/2%
Continuance of enrollment (16)	15.889	4	1/2%
Source of help for student problems (31)	28.395	8	1/2%
C. Student attitudes:			
Favorable of the X grade (22)	15.878	7	5%
Definition of the X grade (23)	14.491	6	3%

100) and hence, should not be considered lightly. Of special significance are the differences in the area of Santa Fe experiences; in this area the differences will exist 95 per cent of the time.

DISCUSSION

The overall picture of the 1968-1970 Santa Fe Junior College graduates is similar to the group of graduates who are currently enrolled full-time in an upper-division school. This is not surprising because of the large number of graduates now attending college full-time, which is almost double the number of graduates not attending college full-time. However, from the discussion of the graduates who are not attending college full-time in the Present Status section of this paper, it was determined that 166 of these graduates plan to continue their education. Combining the Santa Fe graduates who are enrolled in upper-division work with those who plan to continue their education results in a total of 595, or nearly 90 per cent of Santa Fe graduates have indicated their long range goals as a college graduate.

An aim that should be emphasized at Santa Fe, therefore, is to provide students with maximum preparation and opportunity to continue their education. Counselors should be well versed in requirements of senior institutions and in the ways that a student can finance his education at senior institutions. In addition, an efficient procedure for sending requested transcripts should exist to avoid delays and transcript errors. Also a student's entrance into a senior institution should not be delayed due to the overlap of school terms. All of these difficulties were experienced and reported by the

graduates to warrant consideration.

In consideration of the above conclusion that approximately 90 per cent of Santa Fe's graduates desire to go to a senior institution, the following situation should be noted. The service with which most graduates expressed a lack of familiarity was job placement and thirty-eight per cent of the graduates who responded to this question stated that they were unacquainted with the service. Furthermore, it was the service which was least utilized. Only five per cent of the graduates took advantage of this service. Thus, many students may not realize the jobs that are available upon completion of requirements for the Associate in Arts Degree. Consequently, they may feel that the only worthwhile alternative is to continue their education.

Turning from the total sample to the two sub-samples, those graduates who are currently attending school full-time (the college sub-sample) and those who are not attending school full-time (the non-college sub-sample), the study revealed no clear-cut split between the two groups for existing differences in demographic information, Santa Fe experiences, and student attitudes. In the demographic data, differences appeared in the categories of age, marital status, and pre-Santa Fe status. All three differences were implicative of one another. For the college sub-sample, the graduates tended to be between the ages of 21 and 24, single, and

entered Santa Fe directly from high school. The graduates in the non-college sub-sample tended to be slightly older, married, and entered after working for a period of time.

As in the demographic data, an interrelationship was discovered among the differences found in the area of the graduates' experiences while students at Santa Fe. The categories in which differences were found include sources of finances, number of hours worked per week, number of terms enrolled, type of student, continuity of enrollment, and sources of help. The common factor here was finances.

More graduates in the non-college sub-sample financed their own way through Santa Fe than did the graduates in the college sub-sample and thus, more often than not, the non-college sub-sample worked 20 hours or more a week while attending Santa Fe whereas the college sub-sample worked less than 20 hours a week. Because the non-college sub-sample had greater job involvement, it did not necessarily follow that these graduates were enrolled for more terms, that they were more likely to be enrolled as part-time evening students than were the college sub-sample, or that the non-college sub-sample had a less continuous enrollment due to finances, i.e., they left Santa Fe for a term or skipped a term more frequently than did the college sub-sample mainly because of financial reasons. Last, the non-college sub-sample sought help with their problems from counselors and faculty whereas

the college sub-sample chose student friends most frequently.

Taking into account the above information and the data collected concerning the fact that most of the graduates in the non-college sub-sample plan to continue their education but are unable to do so at the present time due to finances, it is logical to conclude that availability of money is a significant factor in obtaining a post-secondary education. Nevertheless, graduates in the non-college sub-sample were able to succeed at the junior college level in spite of financial obstacles. Hopefully, the flexible philosophy of Santa Fe Junior College alleviates non-essential pressures on the student and thus, allows him to cope better with inevitable pressures.

The graduates' attitudes concerning Santa Fe proved to be the most homogeneous area investigated. The only appreciable differences of responses between sub-samples referred to the X grade. These differences, though, were more in degree and interpretation rather than opposition.

Both sub-samples agreed in equal proportion that an X is better than a D, E, or F grade. The college sub-sample more frequently selected the "strongly agree" response, while the non-college sub-sample chose a greater proportion of "agree" and "slightly agree" responses. This difference in degree of agreement may be explained by the differences found in graduates' interpretations of the X grade. The college

sub-sample tended to understand the X grade as a grade which in no way penalizes a student. The non-college sub-sample selected the response, "additional study was needed in order to receive a grade". Since the college sub-sample viewed the X grade as something that in no way hampers them, their opinion of the X grade would be more favorable. The non-college sub-sample's understanding that more was required of the student may have somewhat reduced their opinion of the X grade.

SUMMARY

This study was conducted primarily to determine the characteristics, experiences, attitudes, and present status of the 1968-1970 graduates of Santa Fe Junior College. A secondary purpose was to examine the differences which exist between those graduates who are currently attending school as full-time students and those who are not attending school as full-time students. A similar follow-up investigation of graduates was performed two years ago covering the period from the College's inception in 1966 through 1968.

Of the 1,202 graduates who were mailed a questionnaire, 666, or 55 per cent, responded. The computed results indicated that approximately half the graduates are female and half are male, and that half are single and half are married. Most graduates are between 19 and 24 years of age (67 per cent), United States citizens (95 per cent), and white (93 per cent). Their parents were born in the United States (89 per cent) and are less educated than their children (60 per cent). Three-fourths of the graduates were in the top half of their graduating class and received a Florida high school diploma, probably from Alachua County. At the time they came to Santa Fe, they were either entering directly from high school, or transferring from another Florida college. While attending Santa Fe Junior College, the graduates were employed (62 per cent) at a job which required more than twenty but less than

forty hours of work per week (46 per cent). They were either completely supported by their parents or earned all monies themselves. They were enrolled for five or less terms (50 per cent), as full-time day students (84 per cent), with a continuous enrollment (65 per cent). If their education was interrupted, it was for a vacation. The graduates had no transportation problems between campuses (72 per cent), did not find their classes over-crowded (89 per cent), and were not involved in student organizations (66 per cent). Most felt that the X was better than a D, E, or F grade, that it was a grade which in no way penalizes a student, and that it was not sent out on their transcripts. Uncertainty existed as to whether the X grade was maintained on permanent student records. Sixty-two per cent of the graduates had not taken an individual study course, but of those who did, 94 per cent felt it was as worthwhile as any other course. Seventy-nine per cent did not change their majors while students at Santa Fe, and 93 per cent did not disagree with the statement that Santa Fe helped them to better understand themselves. Student problems were common to most graduates (81 per cent), usually in the areas of scholastic achievement, career or academic goals, and self-identity. Faculty members, specifically BE100 instructors and counselors, were the sources graduates sought for help with their problems. Fifty-eight per cent of the graduates were familiar with student services offered

by the College. The majority of the graduates said they attended Santa Fe because it was inexpensive and close to home. The most popular reasons for recommending Santa Fe were its informal atmosphere and student-interested faculty; for not recommending Santa Fe, the most popular reason was that programs and course offerings were too limited. Of the six courses in the Common Program, The Individual In A Changing Environment was considered the most helpful, and Principles of Mathematics was considered the least helpful. Most graduates felt that student services in the areas of counseling, parking, housing, and the library could be improved.

Regarding the present status of the graduates, 65 per cent are currently attending school as full-time students. They are attending the University of Florida (69 per cent), had no difficulty in transferring (71 per cent), and found themselves adequately prepared for their present course work (86 per cent). The majority of the graduates are majoring in either education or arts and sciences, and their major is the same one they had in mind at the time of graduation from Santa Fe (72 per cent). The most popular manner of financing their education was by complete parental support. A close second was earning all monies by oneself. Participation in student activities was not common.

Of the reamining 35 per cent of the graduates, those not

enrolled as full-time students, most were working full-time (67 per cent) at a job unrelated to their Santa Fe course work (46 per cent), but which provided opportunity for advancement (61 per cent). Those who were not in school part-time (78 per cent) planned to continue their education (72 per cent) once financial problems and family responsibilities were alleviated (53 per cent).

Differences between the above two mentioned groups existed in the categories of age, marital status, pre-Santa Fe status, method of financing education, number of hours worked per week, type and length of enrollment, understanding of the X grade, and sources of help with student problems.

It is hoped that these findings will benefit all areas of the College in the understanding of our students and in future directions.

RECOMMENDATIONS

While the study of the graduates resulted in much important information regarding present courses, it also did two other things. First, it pointed out new concerns which warrant investigation. Second, the study brought focus to bear upon old concerns. Their re-occurrence should emphasize the importance of immediate action by the College.

In light of these concerns, the following recommendations are offered:

1) The proportion of black students graduating is much smaller than the proportion of black students enrolled at the College. Fulfillment of graduation requirements needs to be emphasized in counseling, classroom interactions, and social associations with black students.
2) Less than a quarter of the graduates entered the College directly from high school. High school students need to be informed of the College's open door policy, inexpensiveness, and variety of programs.
3) More than half the graduates were employed while students at the College. Student services which assist students in finding jobs both in the College and in the community should be emphasized. Students

need to be made more aware of the Placement Office and its services.

4) Deficiencies in the Common Program were frequently mentioned regarding class size, level of difficulty, transferability, and exemptions; the controversy over the helpfulness of BE100 remains an issue. The need for a thorough examination of the Common Program still exists.

5) Many graduates who had transferred to a senior institution complained that they did not meet all the requirements of the school due to ill-advised counseling at Santa Fe. Counselors had told students that certain courses could be transferred for credit although they were not. Counselors should be better informed of senior institutions' requirements.

6) Either Santa Fe or the senior institutions need to adjust their calendars to avoid term overlap. Logically, Santa Fe should take action to minimize this problem.

7) Since approximately three-fourths of the graduates who transferred to a senior institution did not change their major

from the one they anticipated as students at Santa Fe, those majors which the graduates most often choose at a senior institution need appropriate emphasis here at the College.

8) Nearly half the graduates who are now employed have jobs unrelated to their course work. Thus, emphasis should be placed on maximizing an individual's potential with general experiences which serve as a basis for reaching out for other experiences, rather than on specific vocational training.

9) Programs and course offerings need to be expanded. Since limited offerings was the major reason graduates would not recommend Santa Fe, expansion of the curriculum needs major consideration.

These are directions presented by this study. As persons connected with the College become acquainted with the study, additional directions should be developed. Heeding these directions, College personnel should take action which would remove barriers to successful educational experiences for students.

APPENDICES

for

FOLLOW-UP STUDY OF SANTA FE JUNIOR COLLEGE GRADUATES

NO.

FOLLOW-UP STUDY OF SANTA FE JUNIOR COLLEGE GRADUATES

1968-1970

Miss
Mrs. _____ Social Security Number _____ _____ _____
Mr. Last First Middle or Maiden

Instructions: Please answer the following questions, as they apply to you and your experiences. Respond to each question by (1) placing in the space provided to the left of each question the appropriate number response and (2) writing a short-type answer when required. Please be as objective and factual as you can.

PART A

_____ 1. Sex: 1. Male. 2. Female.

_____ 2. Age last birthday.

_____ 3. United States citizen: 1. Yes. 2. No.

_____ 4. Race: 1. Caucasian. 2. Negro. 3. Oriental. 4. Other (specify) _____

_____ 5. Marital status: 1. Unmarried. 2. Married. 3. Divorced. 4. Separated. 5. Widowed.

_____ 6. Birthplace of parents: 1. Both born in U. S. 2. Only father born in U. S. 3. Only mother born in U. S. 4. Neither born in U. S.

_____ 7. The highest grade level of your father's education:
1. Completed eighth grade or less.
2. Some high school but did not graduate.
3. Completed high school.
4. Completed two years of college.
5. Received a Bachelor's Degree.
6. Completed professional training (Law, Medicine, Dentistry, etc.).
7. Did post-graduate study.

_____ 8. The highest grade level of your mother's education:
1. Completed eighth grade or less.
2. Some high school but did not graduate.
3. Completed high school.
4. Completed two years of college.
5. Received a Bachelor's Degree.
6. Completed professional training (Law, Medicine, Dentistry, etc.).
7. Did post-graduate study.

_____ 9. To the best of your knowledge, your academic rank in high school at graduation was:
1. Top 10%. 2. Top Quarter. 3. Top half. 4. Below top half.

_____ 10. You were admitted to Santa Fe by evidence of:
1. Alachua County High School Diploma.
2. Bradford County High School Diploma.
3. Other Florida High School Diploma.
4. Florida General Education Diploma.
5. Out-of-State High School Diploma.
6. Out-of-State General Education Diploma. _____ (indicate state).
7. USAFI Diploma.
8. Out-of-Country High School Diploma Equivalency. _____ (indicate state and/or country).

_____ 11. Which of the following best described your status upon entering Santa Fe Junior College?
1. Entered directly from high school.
2. Entered shortly after military service.
3. Entered after working for a period of time. If so, please specify the number of years that you worked: _____
4. Transferred from another Florida junior college.
5. Transferred from the University of Florida.
6. Transferred from another Florida four-year institution.
7. Transferred from an out-of-state college or university.
8. Other (specify) _____

_____ 12. How many hours per week did you work while attending Santa Fe?

_____ 13. In what way did you finance your way through Santa Fe?
1. Completely supported by parents.
2. Earned less than 1/4 of own way.
3. Earned 1/4 to 1/2.
4. Earned 1/2 to 3/4.
5. Earned 3/4 to all.
6. Savings.
7. Loan.
8. Other (specify) _____

_____ 14. How many terms were you enrolled at Santa Fe Junior College?

_____ 15. **Primarily**, which type of student were you?
1. Full-time day student (9 semester hours or more).
2. Full-time evening student.
3. Part-time day student.
4. Part-time evening student.

_____ 16. Students often leave college during a term, for example, because of health reasons, or they decide to skip one or more terms for one reason or another, such as a summer vacation. Did you:
1. Neither leave nor skip a term.
2. Leave during a term.
3. Skip a term.
4. Both leave and skip a term.

_____ 17. What was the major reason you left school?
1. Did not leave.
2. Decided to take a vacation.
3. Health reasons.
4. Finances.
5. Military service.
6. Grades.
7. General discouragement with school.
8. Marriage.
9. To get back registration fees.
10. Other (specify) _____

_____ 18. Because of Santa Fe Junior College's different locations, which one of the following caused you difficulty?
1. No problems encountered.
2. No means of transportation between campuses.
3. Time between class periods from one campus to another was too short.
4. The variety of courses at each campus was limited.
5. Other (specify) _____

_____ 19. Did you feel that the number of students in any of your classes at Santa Fe Junior College was too large?
1. No. 2. Yes (specify which classes) _____

20. Please place a 1 (one) in the space next to each activity in which you played an active part.
_____ Dramatics.
_____ Music organizations.
_____ School publications.
_____ Athletics.
_____ Other (specify) _____
_____ Student government.
_____ Service clubs.
_____ Interest clubs.
_____ Community activities.

_____ 21. Were you an officer or on a committee in any of the above organizations? 1. Yes. 2. No.

_____ 22. What is your opinion of the statement: An X is better than a D, E, or F grade.
1. Strongly agree. 2. Agree. 3. Slightly agree. 4. Do not agree or disagree. 5. Slightly disagree. 6. Disagree. 7. Strongly disagree

_____ 23. What did you understand the X grade to be? (Select one).
1. A grade which in no way penalizes a student.
2. An easy way of dropping a course.
3. Additional study was needed in order to receive a grade.
4. A punishment grade inflicted by the instructor.
5. Equivalent to a failing grade.
6. Other (specify) _____

_____ 24. Are the X grades that a student receives at Santa Fe Junior College sent out on transcripts to other institutions? 1. Yes. 2. No. 3. Do not know.

_____ 25. Are the X grades that a student receives at Santa Fe Junior College maintained on his permanent record? 1. Yes. 2. No. 3. Do not know.

_____ 26. Approximately how many X grades did you receive while a student at Santa Fe?

_____ 27. Approximately how many X grades did you change to an A, B, or C grade?

_____ 28. In relation to individual study courses (299 level), which response applies most to you?
1. Did not take an individual study course.
2. Took an individual study course(s) and felt it was extremely worthwhile.
3. Took an individual study course(s) and felt it was as worthwhile as any other course.
4. Took an individual study course(s) but did not feel it was worthwhile.

_____ 29. Did you change your major field of study while you were a student at Santa Fe Junior College? 1. Yes 2. No

_____ 30. What is your opinion of the statement: Santa Fe Junior College helped you to better understand yourself.
1. Strongly agree. 2. Agree. 3. Slightly agree. 4. Do not agree or disagree. 5. Slightly disagree. 6. Disagree. 7. Strongly disagree.

31. Most college students have problems of one kind or another. In the **left column** are some of the problems that you may have experienced. In the **right column** are some of the sources that may have been helpful. Please place in the space next to each problem which you feel applied to you, the number that indicates the **one** source which you feel was the **most** helpful.

Problem areas		Sources of help
Scholastic achievement.	_____	1. Student friends.
Career or academic goals.	_____	2. Faculty members.
Search for personal identity.	_____	3. Learning laboratory.
Home and family.	_____	4. Counselor.
Religious values and beliefs.	_____	5. BE 100 instructor.
Social relationships.	_____	6. Office of Student Activities.
Finances.	_____	7. Office of Financial Aid.
Health.	_____	8. Office of Records and Admissions.
Registration.	_____	9. Other source (specify) _____
Establishing an identity with Santa Fe.	_____	_____
Other personal problems.	_____	10. Did not seek help.

32. Within the Office of Student Affairs there are a number of specific student services offered. Please place a **1** (one) next to any service which you **utilized**, a **2** if you were **familiar** with the service, and a **3** if you were **unfamiliar** with the service.

_____ Academic planning.
_____ Career planning.
_____ Job placement.
_____ Personal counseling.
_____ Petitions committee.
_____ Financial aid.
_____ Student activities.
_____ Testing.
_____ VA information.
_____ Orientation.

IF YOU ARE ATTENDING SCHOOL FULL-TIME, PROCEED TO PART C. OTHERWISE GO TO PART B.

PART B

_____ 33. At the present time, are you: 1. Working full-time. 2. Working part-time. 3. Unemployed. 4. Housewife. 5. Military service. 6. Other (specify). _____

_____ 34. Are you going to school part-time? 1. Yes. 2. No.

_____ 35. Is your present work related to your course work at Santa Fe? 1. Yes. 2. No. 3. Partly. 4. Not Working. Please explain your answer: _____

_____ 36. If you are working, does your present position offer opportunities for advancement? 1. Yes. 2. No. 3. Not working.

_____ 37. How many jobs have you held since graduation?

_____ 38. Do you plan to continue your education? 1. Yes. 2. No. 3. Uncertain.

_____ 39. If you plan to continue your education, the primary reason you are not now in school full-time is (only **one**): 1. Do not plan to continue your education. 2. Finances. 3. Family responsibilities. 4. Occupational advancement. 5. Non-admission to school of your choice. 6. Other (specify) _____

_____ 40. You are employed by:
1. University of Florida.
2. General Electric or Sperry Rand.
3. A government agency.
4. A medical agency.
5. A construction company.
6. A telephone company
7. A restaurant.
8. Other (specify) _____

_____ 41. Your present position is primarily:
1. Clerical.
2. Secretarial.
3. Sales.
4. Technical.
5. Other (specify) _____

GO TO PART D

PART C

COMPLETE PART C ONLY IF YOU ARE CURRENTLY ATTENDING SCHOOL AS A FULL-TIME STUDENT.

_____ 42. What college/university are you now attending?
1. University of Florida.
2. Florida Atlantic University.
3. Florida State University.
4. University of West Florida.
5. Florida A & M.
6. University of South Florida.
7. Florida Technological University.
8. Other Florida school (specify) _____
9. Out-of-State school (specify) _____

_____ 43. Did you experience any difficulty in transferring to your present school? 1. Yes. 2. No. If "Yes", explain briefly: _____

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44. Please place a **1** (one) in the space next to each activity in which you play an active part in the school you are presently attending.

_____ Dramatics.
_____ Music organizations.
_____ School publications.
_____ Athletics.
_____ Other (specify) _____
_____ Student government.
_____ Service clubs.
_____ Interest clubs.
_____ Community activities.

_____ 45. How were you prepared by SFJC for your course work at your present school?
1. Very well. 2. Well. 3. Adequately. 4. Poorly. 5. Very poorly.

_____ 46. What is your major field of study at the college/university you are now attending?
1. Agriculture.
2. Journalism.
3. Business.
4. Engineering.
5. Forestry.
6. Education (specify area) _____
7. Arts and sciences.
8. Health related.
9. Architecture and fine arts.
10. Other (specify) _____

_____ 47. Is your present major field of study the same one you had in mind at the time of graduation from Santa Fe? 1. Yes. 2. No.

_____ 48. In what way are you financing your way through the school you are now attending?
1. Completely supported by parents.
2. Earn less than 1/4 of own way.
3. Earn 1/4 to 1/2.
4. Earn 1/2 to 3/4.
5. Earn 3/4 to all.
6. Savings.
7. Loan.
8. Other (specify) _____

PART D

EVERYONE ANSWER THIS SECTION

49. Please indicate your reasons for attending SFJC. Place a **1** (one) in the space next to each reason which applies.

_____ Inexpensive.
_____ Close to home.
_____ Not close to home.
_____ Able to be admitted although on probation or suspension from another school.
_____ Friends attended here.
_____ Located near University of Florida.
_____ Other (specify) _____

50. At the present time, you would recommend Santa Fe because ... Place a **1** (one) in the space next to each reason which applies.

_____ Faculty and staff were interested in me.
_____ Help and assistance were available when needed.
_____ It is near the University of Florida.
_____ The grading system helped me.
_____ The College treated me as a person.
_____ The College atmosphere was informal.
_____ Other (specify) _____

51. At the present time you would not recommend Santa Fe because ... Place a **1** (one) in the space next to each reason which applies.

_____ Too few student activities existed.
_____ Faculty and staff were not interested in me.
_____ Programs and course offerings were too limited.
_____ The grading system caused me problems.
_____ Caliber of course offerings was poor.
_____ It did not seem like college.
_____ It was too difficult.
_____ Other (specify) _____

_____ 52. Which of the following required courses was most helpful to you?
1. EH 100, The English Language.
2. MS 100, Principles of Mathematics.
3. BE 100, Behavioral Science.
4. HM 100, The Humanities.
5. SE 100, The Sciences.
6. SO 100, The Social Sciences.

Please indicate how _____

_____

_____ 53. Which of the following courses was least helpful to you?
1. EH 100, The English Language.
2. MS 100, Principles of Mathematics.
3. BE 100, Behavioral Science.
4. HM 100, The Humanities.
5. SE 100, The Sciences.
6. SO 100, The Social Sciences.

Please indicate how _____

_____

54. What suggestions do you have for **improving** the services to students at Santa Fe? (Examples: Learning Laboratory, Library, Counseling, Registration, Admissions, Student Activities, Instruction, Housing, Parking, etc.) Use additional sheet if necessary. _____

_____

SANTA FE JUNIOR COLLEGE

POST OFFICE BOX 866

GAINESVILLE, FLORIDA 32601

March 2, 1971

OFFICE OF THE PRESIDENT

PARTICIPATING COUNTIES
ALACHUA - BRADFORD

A MESSAGE FOR THE ALUMNI OF
SANTA FE JUNIOR COLLEGE

As many of you may remember, in 1969 the College, then three years old, requested information from those of you who had graduated during the first two years of operation of the College between 1966 and 1968. We are again approaching you to indicate some of the recent developments at the institution, and, again, to ask for your cooperation in providing us with some information concerning your progress since leaving Santa Fe.

We hope very much that you will help us by responding as completely as you can to the enclosed questionnaire. Nothing is so important to the continuing development of the College as to know about the progress of its graduates. Even more important, however, is the fact that we are deeply interested in the welfare of you and of your fellow graduates and are most desirous of continuing to be of any possible assistance to you that can be provided through educational institutions. For this reason, the return of the questionnaire will be most helpful to us in providing us with current information concerning our alumni.

Meanwhile, we know that you will be pleased to hear:

That the College having achieved full accreditation by the Southern Association of Colleges and Schools in December, 1968 is now preparing for a revisit from the Association; it is our firm belief that the Association will be pleased with the progress that has been made since its last visit.

That contracts have now been let for a major portion of the new campus in northwest Gainesville; it is expected that some 3,000 full-time students can be accommodated on that campus by 1972.

That the College continues to maintain a high degree of excellence in a broad program of liberal arts and basic sciences, and as a result, continuing good reports reach us from universities and four-year colleges to which Santa Fe students have transferred; and that it continues to provide a broad range of offerings and occupational curricula leading to meaningful employment after one or two years.

For your important part in this growth, we hope that you are as proud as we.

We shall look forward to hearing from you at your earliest convenience, hopefully before March 19. We have enclosed a stamped, self-addressed envelope for your use.

Cordially yours,

Joseph W. Fordyce

Joseph W. Fordyce

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OFFICE OF RESEARCH AND DEVELOPMENT
SANTA FE JUNIOR COLLEGE
723 WEST UNIVERSITY AVENUE
GAINESVILLE, FLORIDA 32601

PARTICIPATING COUNTIES
ALACHUA–BRADFORD

March 25, 1971

Dear Alumni:

Santa Fe Junior College is presently involved in its second biennial follow-up study of its graduates. The purpose of the study is to obtain information from persons like yourself who were able to fulfill the requirements of the Associate of Arts degree. We believe you can give us first hand information about the college; you can tell us better than anyone else what you liked or disliked, what you enjoyed or tolerated, what was meaningful or had no value. We need your assessment of your college experience and information on your present activities.

We hope you will take a few minutes to complete the questionaire and return it to us in the self-addressed, stamped envelope before April 8.

Thank you.

Cordially,

Ann Bromley

Ann Bromley, Ph. D.
Director of Research

AB/bhg